

SHERIDAN ELEMENTARY

1139 Hillsboro Road
Orangeburg, South Carolina 29115

GRADES K-5 Elementary School

ENROLLMENT 567 Students

PRINCIPAL Xennie Weeks 803-534-7504

SUPERINTENDENT Mr. Melvin Smoak 803-534-5454

BOARD CHAIR Mr. Melvin Crum 803-534-5454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	18	48	12	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 10 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

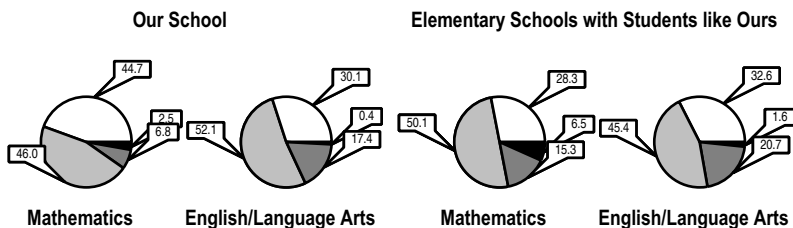
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG




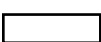
PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Excellent	N/A
2002	Average	Good	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	42	70	34
Percent satisfied with learning environment	92.9%	83.6%	91.2%
Percent satisfied with social and physical environment	88.1%	81.2%	72.7%
Percent satisfied with home-school relations	57.1%	89.9%	84.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	272	98.2	30.1	52.1	17.4	0.4	17.8	17.6
Gender								
Male	152	97.4	32.6	53.5	14.0	N/A	14.0	17.6
Female	120	99.2	27.4	50.0	21.7	0.9	22.6	17.6
Racial/Ethnic Group								
White	41	97.6	17.6	50.0	32.4	N/A	32.4	17.6
African-American	229	98.3	32.5	52.5	14.5	0.5	15.0	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	246	98.4	28.1	52.5	18.9	0.5	19.4	17.6
Disabled	26	96.2	52.6	47.4	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	272	98.2	30.1	52.1	17.4	0.4	17.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	272	98.2	30.1	52.1	17.4	0.4	17.8	17.6
Socio-Economic Status								
Subsidized meals	206	97.6	36.0	48.6	15.4	N/A	15.4	17.6
Full-pay meals	66	100.0	13.1	62.3	23.0	1.6	24.6	17.6

Mathematics								
All students	272	100.0	44.7	46.0	6.8	2.5	9.3	15.5
Gender								
Male	152	100.0	48.1	40.3	9.3	2.3	11.6	15.5
Female	120	100.0	40.2	53.3	3.7	2.8	6.5	15.5
Racial/Ethnic Group								
White	41	100.0	32.4	52.9	11.8	2.9	14.7	15.5
African-American	229	100.0	47.3	44.3	6.0	2.5	8.5	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	246	100.0	43.1	46.8	7.3	2.8	10.1	15.5
Disabled	26	100.0	63.2	36.8	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	272	100.0	44.7	46.0	6.8	2.5	9.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	272	100.0	44.7	46.0	6.8	2.5	9.3	15.5
Socio-Economic Status								
Subsidized meals	206	100.0	47.2	44.3	6.8	1.7	8.5	15.5
Full-pay meals	66	100.0	37.7	50.8	6.6	4.9	11.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	95	N/A	32.6	44.2	20.9	2.3	23.3
	Grade 4	92	N/A	23.9	57.6	18.5	N/A	18.5
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	89	96.6	30.8	46.2	21.8	1.3	23.1
	Grade 4	90	98.9	21.3	52.5	26.3	N/A	26.3
	Grade 5	93	98.9	38.5	57.7	3.8	N/A	3.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	95	N/A	45.3	44.2	10.5	N/A	10.5
	Grade 4	92	N/A	42.9	41.8	11.0	4.4	15.4
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	89	100.0	41.8	41.8	11.4	5.1	16.5
	Grade 4	90	100.0	31.3	58.8	7.5	2.5	10.0
	Grade 5	93	100.0	61.5	37.2	1.3	N/A	1.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 567)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 5.7%	3.4%	2.4%
Attendance rate	96.5%	Down from 97.8%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	4.5%	Up from 3.4%	9.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.3%	Down from 5.7%	9.2%	8.0%
Older than usual for grade	2.5%	Down from 3.7%	2.0%	1.1%
Suspended or expelled	0.7%	Down from 0.8%	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	71.8%	Up from 68.8%	43.0%	50.0%
Continuing contract teachers	84.6%	Up from 84.4%	83.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.3%	Down from 90.2%	84.7%	86.2%
Teacher attendance rate	95.2%	Down from 95.3%	95.0%	95.3%
Average teacher salary	\$43,919	Up 3.1%	\$39,292	\$39,909
Prof. development days/teacher	12.1 days	Up from 8.1 days	12.1 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	18.1 to 1	Up from 15.3 to 1	18.1 to 1	18.9 to 1
Prime instructional time	89.6%	Down from 91.3%	89.5%	89.7%
Dollars spent per pupil*	\$5,820	Down 4.2%	\$6,018	\$5,892
Percent spent on teacher salaries*	68.8%	Up from 67.9%	66.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.0%	Up from 94.1%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sheridan Elementary School is challenged daily with an enrollment of approximately 550 students. Approximately 75% of the students receive free or reduced-price lunch and attend school at a rate of 95% or better.

The mission of Sheridan Elementary School is to ensure a comprehensive education in a safe, supportive, and stimulating environment, which fosters our students to become productive citizens. We will continue to stimulate the growth of our students through academic subjects, the guidance program, and the related arts enrichment programs.

We are a standards-based school that implements varied programs, which have been proven to enhance the educational needs of our students. Implemented programs include, but are not limited to, Reading Recovery, Readers are Leaders, Reading Renaissance, Accelerated Reader, as well as Cunningham's Four Block Reading. Teachers have completed training in Accelerated Math and FOSS Kit-based Science.

During the 2002/2003 academic year, teachers were involved in the Standards in Practice Model, Best Practices, the 2002 English Language Arts Standards (ELA) and writing workshops, and NCS Mentor.

Low-achieving students are provided additional assistance based on Academic Improvement Plans. Each day, students receive an additional thirty minutes of mathematics, as well as forty minutes of mathematics, writing, or ELA skills during the extended day period. Four hours of academic assistance are offered weekly in a "Homework Center." Summer school is provided for students identified as Below Basic on the Palmetto Achievement Challenge Test.

In conclusion, as the student population at Sheridan Elementary School continues to increase, our educational focus never changes. Our devoted faculty and staff, joined by the support of parents and the community, continue to allow us to fulfill our school motto of "Striving for Success."

Xennie Weeks, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.